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English Language Teaching: Use of smartphone at Undergraduate Level in Colleges in Osmanabad District

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Introduction:

Communication is continuous process in human life. There are number of ways to communicate. Telecommunication is one of them. In this global and technical era, telecommunication plays a vital role in communication process. Mobile is one of the major tools of telecommunication. The use of mobile learning can be of anykind, but when it comes to language learning, mobile learning technologies such as mobile phones or Smartphone is being used for various purposes and from people of different nationality, geographical, cultural and educational background. For example in Kosovar context students aiming to learn English use Smartphones to translate words from English to Albania, or vise-versa, to advance their knowledge in pronounciation, grammar, watch movies or listen to music in their target language and so on, which might not be the case with the learners of other nationalities. However, Smartphone use by teachers and students in language learning settings requires great skills in order for such technology to be used effectively and properly.

Students using Smartphones and other similar technologies are strongly encouraged to reach objectives set out for undergraduate students and teachers which would enable them to use these technologies for education, communication, innovation, information research and collaboration, problem solving and critical thinking etc in highly professional manner.

The access to mobile learning technologies such as smartphones, tablets or laptops in India is increasing. Now-a-days use of mobile is increasing repidly, surely there are a number of reasons for this, among others such technologies enable advancement and help learners, teachers and educators get access to the content of various subjects in a timely manner and enable them construct platforms for digital assessment, so smartphones, tablets and other mobile devices when connected through 3G/4G wireless connection become highly useful tools for learners and teachers as they offer tremendous learning opportunities.

According to the ability to use smartphones and tablets, it provides students the facility to access on digital content whenever they need. It is another reason for learners to love such technologies and use them on a daily basis. In addition, such mobile learning technologies not only serve to provide access on digital content from various locations, but also they help the students to communicate, collaborate, create and share with each other helpful digital materials.

As there are a number of reasons and opinions about- why using Smartphones and other mobile learning technologies in the educational field in general and language learning in particular. This research seeks to provide answer to the following questions related to smartphone, its use in english language learning by undergraduate students of selected colleges as sample siz for the study.

Mobile applications(apps) are mainly the softwares which are developed with the aim of be using it on smartphones and are abundantly provided through apps stores. In fact, because of the increasing number of mobile phones, users as well as the incredible number of smartphones at the hands of the users, there has been the presence and establishment of an enhanced number of software making industries. In addition, the mobile application softwares are not only performing wonders in communication phenomena but also bringing innovations in imparting education in different genres. It highlights that the availability of mobile apps facilitating learning has given birth to incredible curiosity among the academicians. One can point out that the language educators have found a very faithful as well as feasible phenomenon to be effectuated in teaching and learning the target language. The mobile apps have inspired remarkable scopes and advantages for individual and students-oriented atmospheres with relaxing entrance to learning in an ever-present manner. Hence, to implement language learning with smartphones and devices, the users cum language learners need language-learning-facilitating apps which are popular technological tools possessing an immense potential to accelerate language learning. They are quite easily accessible being either free or mentionable cheap. As a matter of fact, mobile apps are to be utilized on smartphones which are comfortably portable and useful for students.

Literature Review:

Great advances in technology have drawn a very new image for the trendy education, which supplies raise to a purposeful convergence between the first technological influences upon a definite culture and also the trendy academic system‟s operation (Sharples, Taylor & Vavoula, 2005). Either teaching or learning activities aren't any longer confined to schoolroom. Mobile learning currently has become a preferred term in trendy education and there's a growing tendency to analyze the intimate relations between mobile technologies and learning (Sharples, Taylor, & Vavoula, G., 2005). In keeping with Kukulska and Pettit (2007), there is a significant obstacle of integration new technologies in teaching and learning because of the shortage of specific individual expertise of these are directly concerned into teaching and preparation for mobile literacy. Meanwhile, few relevant researches are often found in Asian country. So visible of the importance and also the gap, to explore any during this promising space would be useful to enhance mobile EFL learning in Asian country.

As mentioned earlier, though it is still in its infancy, it has drawn attention to several researchers and educators owing to its “mobility” for learners. That‟s too mention, mobilele arning provides learners with flexibility to check anyplace, anywhere user need to use mobile as the teaching-learning tool. Therefore, this can be a possible contribution to learning.

Previous Studies on Mobile Phones and English Learning:

The study on students‟ perceptions of mobile learning in Australia by Fujimoto(2012) showed that learners, ingeneral, expressed their positive angle towards the employment of mobile phones and pill computers for learning. Similarly, White and Mills(2012) conducted the survey on Japanese university students‟ attitudes to the employment of sensible phones for language education. The results indicated that these students had a positive read of sensible phone technology for academic functions and learning within the schoolroom setting.

Cavus and Patriarch(2009) place it in their study that mobile phones brought many advantages to the scholars. First, the technology provided them with

flexibility, having the ability to gain access to learning content at any time from any location. Second, mobile phones helped them to be told additional new words. What‟s additional, Wang, Shen, Novak and Pan(2009) carried out the study on the employment of text messages via mobile phones for academic functions terminated that the technology created a shift to learners, from “passive learners to active learners.” These investigations have shown learners‟ positive approach towards the use mobile phones for its use in language education. However, the negative attitudes were additionally known in many alternative research studies.

Objectives of the study

The present study aims-

1. To investigate student‟s expertise of victimization mobile phones for academic functions.

2. To explore student‟s expertise of victimization mobile phones for learning English.

3. To search out whether or not students would love to use mobile phones to check English within the future or not.

4. To work out what English skills and sub-skills students would love to be told on mobile phones.

5. To be familiar with the existing magnitude of smart phones and apps assisted English language learning among the students of English Language learners of undergraduate students learning Osmanabad District.

6. To encourage the exploitations of smart phones and apps in learning of undergraduate students learning of Osmanabad
District.

7. To make the language learner facilitators abreast of the feasibility of a sophisticated as well as pragmatic approach to pedagogy for the undergraduate students learning of Osmanabad
District.

8. To inspire the learners to utilize smart phones and apps for the purpose of speeding up their language learning process to the of undergraduate students learning of Osmanabad District.

Hypothesis of the Study:

1. Smartphone with internet connection is helpful to develop language proficiency amongst students of Bi-lingual as India.
2. It‟s easy to learn English with the support of smartphone as an effective teaching aids in Bi-lingual class room like Indian classroom.
3. There are numbers of Apps and courses available for learning foreign language which can be learned easy by using Smartphone with internet connectivity.
4. There are more chances of listening English on Smartphone than the classrooms in India which is helpful to acquire English language proficiency.

Source of the Study:

a. **Primary Source:** The survey method based on questionnaire isused as the primary source of the current study.
b. **The Secondary Source:** Related material for the current research in the form of books, journals, article in Printed or published form is used as secondary source of the study.

Methodology:

The research will take place in undergraduate colleges in Osmanabad District. Current research work is survey-based research work. The fieldwork will be preferred to collect the data. Chi square methods, seven scale measurement tools will be used to analyze the collected data after field work. The sampling method of current research work is as given below.

Sampling Method:

The sample of the research will be tested on 250 students from the different streams. The procedures of the conducting the research is as follows: Students will be provided a questionnaire which will be composed of 25 questions related to Smartphone use in language learning by the researcher. Then they will fill the questionnaire themselves and handed over to the researcher. The data gathered from the questionnaires will be analyzed, and the findings will come out of the research. (Samples would be selected from colleges classified into three categories namely, Urban, semi-urban and rural. Questionnaires would be provided to both, students and teachers. The selection of the colleges would be done on random basis from each of the

The Chapter plan for current study is as:

Chapter I – Introduction

Chapter II- Use of Smartphones in Teaching and Learning English

Chapter III – The Results of the Sample Survey

Chapter IV- Analysis of the Data

.**Chapter V**- Conclusions

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